

treating many thousands of patients at many great hospitals he records his conviction that there are "few cases of disease to be seen at these places which would have occurred, had there not been, on the part of the patient or his immediate progenitors, some lack of patient persistence in right and ordered habits of physical, mental and moral life." And he warns social reformers that not even the most perfect sanitation enforced for a generation "will achieve anything that will not be destroyed by six months of war involving the organization of a nation in arms." (p. 276). It is to be hoped that all health officers are as enlightened as Dr. Crookshank!

F. C. S. SCHILLER.

Pearson, Karl; F.R.S., Professor. *On the Relationship of Health to the Psychical and Physical Characters in School Children.* Pp. 77. 15s. C.U. Press. 1923.

In this Memoir Professor Pearson gives the results of an investigation made from data collected from middle-class schools between 1898 and 1903. About 2,000 boys and 2,000 girls were brought within its scope. We are first shown the correlations between Age and various psychical and physical characters; these are for the most part negligibly small. In particular Health shows extremely little, and Intelligence, as distinct from acquired knowledge, positively no association with Age; during the school years, it would seem, neither doctor nor schoolmaster can, on the average, alter the physique or mentality of the child. Two other characters discussed at some length are Athletic Power and Popularity. Athletic Power shows a correlation, for boys, with Health of .443, with Vivacity of .353, with Popularity of .351, and with Intelligence of .214. In other characters too, the athletic boy is above the average; in no respect is he below the average. Clearly the athlete is neither fool nor oaf. But this fact does not absolve the public schools from the charge of laying too much emphasis on games. The rather mysterious character of Popularity is found to be most closely associated, for boys, with Conscientiousness, Athletic Power, Good Temper and Intelligence, in that order. The figures for girls give the same general result, though differing in details. Rather strangely, the boy with red hair and the girl with wavy hair are much above the average in Popularity.

The correlations of Health with various psychical and physical characters are shown in detail. They are surprisingly small. Health is associated most closely with Athletic Power (boys .443, girls .397), and appreciably also with Self-assertion, Vivacity, Popularity, Good Handwriting, and Intelligence, the correlation of Health with Intelligence being for boys .099, for girls .144. Neither Temper nor any of the purely physical characters exhibit a correlation as high as .1 with Health for either sex. Professor Pearson concludes that Health is not, in spite of general belief, a governing factor of temperament.

There is one serious objection to our taking the conclusions of this Memoir as universally valid. It is that the children in question were at middle-class schools, not at elementary schools, and were therefore a selected group. Professor Pearson himself suggests the possibility of a higher correlation between Intelligence and Health in elementary

schools; and some other correlations might also be changed. Popularity, for instance, is partly a matter of convention, even among school children; and the conventions of the middle-class school and the elementary school are not the same. But, for the purposes of such an investigation as this, there is a more fundamental difference between the two types of school. In the middle-class school the child's environment is probably neither better nor worse on the average than that of his home, whereas the elementary school undoubtedly provides many children with a better environment than their homes. For this reason the elementary school, not the middle-class school, is the best place in which to look for the effect of environment on the characters of children. This effect, if it exists, would be indicated by the correlation between Age and the character concerned.

With this exception, Professor Pearson's conclusions must be accepted. Will the knowledge that they cannot seriously alter the quality of their pupils, that the parent and not the teacher makes the child, for better or worse, have a depressing effect upon teachers? Professor Pearson thinks not, and points out that man must not presume to attempt in a few years the task on which Nature has spent ages, namely, the task of modifying our species. Moreover, there is ample work for the most ambitious teachers in their legitimate field of training and teaching the children as their parents have made them. But there is a more certain reason why teachers will not be discouraged by this Memoir: its price will prevent them from reading it.

J. F. DUFF.

Pfister, Oskar. *Love in Children and its Aberrations: A Book for Parents and Teachers.* Translated from the German by Eden and Cedar Paul. George Allen and Unwin, London, 1924. Pp. 576. Price 24s. nett.

THE author of this book, a pastor at Zurich, has been known for many years as a psycho-analyst of the strictly Freudian school. He has from the first devoted himself to the religious and pedagogic aspects of psycho-analytic study, and has written a long series of books and essays, sometimes rather diffuse in manner, but containing much excellent material, and several of them are already translated into English. Most of them are more especially addressed to psycho-analytic circles. In the present volume, *Die Liebe des Kindes und ihre Fehlentwicklungen*, published two years ago and now presented in English by two highly accomplished translators, the author has sought a wider public and hopes to interest parents and teachers generally in what he reasonably feels to be a highly important but strangely neglected subject. He points out that manuals of psychology are completely silent concerning the emotions of affection or barely mention them. Even love generally, in its wide sense, has been mostly neglected. A lengthy historical sketch is devoted to this aspect of the matter, and Plato, Pestalozzi ('the Copernicus of love in children'), and Schleiermacher are found to be the only outstanding figures.

Pfister's own treatment of the matter is simple, sensible, sagacious, and richly documented with facts and histories out of his own extensive experience with children and young people. Although he is an